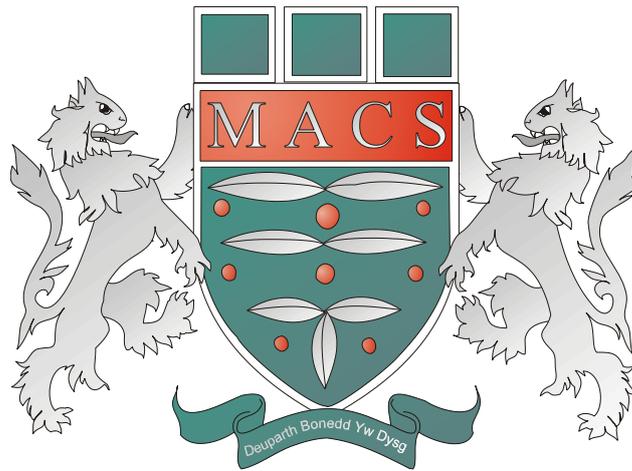


TO BE REVIEWED DECEMBER 2016

MOUNTAIN ASH COMPREHENSIVE SCHOOL



'Every Child Will Succeed'

ASSESSMENT, RECORDING AND REPORTING POLICY AND PROCEDURES

AIMS OF THE POLICY:

- to facilitate progress in pupils' learning;
- to provide a guide for each Department to develop its own assessments;
- to promote a consistent approach to assessment;
- to offer guidance on Assessment, Marking, Recording and Reporting procedures and practices;
- to underline the importance of assessment and moderation procedures;
- to inform staff of statutory requirements;
- to detail specific staff responsibilities.

Section 1: THE PRINCIPLES OF ASSESSMENT, RECORDING AND REPORTING

1. Careful thought is given to the purpose of assessment, adopting a wide range of methods to reflect the whole Curriculum and learning opportunities. The main aim of the assessment process must be to facilitate progress in a pupil's learning.
2. Assessment is an integral part of the teaching and learning process, a valuable formative and summative tool. Effective assessment provides:
 - a statement of current attainment;
 - a record of progress;
 - an acknowledgement of achievement and underachievement;
 - guidance or advice on how to improve;
 - information on the effectiveness of the teaching strategies employed and the current scheme of work.
3. Assessment should be :
 - **Formative Assessment** – focusing on the learners' achievement and on details of ways in which they can move forward and not solely on the National Curriculum outcomes and level descriptions (**Assessment for Learning**). See *Appendix 1*;
 - **Summative Assessment** - statutory teacher assessment which involves teachers using the knowledge gained from everyday assessments to make and record their judgements on learners' overall attainment at the end of a key stage (**Assessment of Learning**) See *Appendix 2*; Ref: *Ensuring Consistency in Teacher Assessment (WAG)*.
4. The outcomes of assessment inform our teaching strategies, provide feedback on the National Curriculum and examination courses as well as indicate pupil progress.
5. We recognise the potential for assessment in developing pupils' self-esteem from positive and constructive feedback and the feeling of success which encourages further study.
6. Teachers in the school use a common policy for marking work - see 'Marking' policy.
7. Assessment has a common procedure. It should:
 - direct teacher judgements that are as valid and reliable as possible, consistent both within the school and with N.C. /Exam Board standards;
 - promote a common interpretation of the N.C./Exam Board assessment descriptions;
 - give teachers confidence in their professional judgement and skill;
 - be fair to pupils.

8. Assessment records:
 - are based on an agreed set of principles and purposes;
 - indicate pupil progress against N.C./Exam Board assessment objectives.
9. Results of assessment are reported in a way useful for pupils, teachers, SLT, parents and other interested parties.
10. Assessment gradually builds up into a profile for each pupil over their school career.
11. Pupils are encouraged to be aware of the evidence and assessment techniques being used and to review their own progress by a procedure containing an element of self-assessment and reflection.
12. Assessment records provide confidence between teachers across phases and enhance progression for pupils. Key Stage 2 N.C. results are recorded and assimilated into our records as appropriate.
13. Recognition is given by the Headteacher and Governors for the time and resource implications of good assessment and due allowance made for this in the construction of the teachers' working day in line with the Conditions of Service.

Section 2: SETTING STANDARDS

KS3

During the first half term, subject tutors need to check pupils' end of year target sub-levels in SIMS Assessment Manager (generated centrally using KS2 data and supported with data from the national reading and numeracy tests and FFT Aspire). End of year target levels may be changed to increase the level of challenge for individual pupils following consultation with the Assessment Co-ordinator (D Mead). Targets should only be lowered in exceptional circumstances where it can be proved that the target set is unrealistic.

End of Year Targets

Year 7

KS2 data for the core subjects are used as the basis for target setting in September. End of year targets are worked out on the assumption that pupils make **two whole levels** (or 6 sub-levels) of progress from KS2 to the end of KS3 e.g. if a pupil enters Year 7 with a Level 5 in English, they should achieve a Level 7 in English by the end of Year 9. With this in mind, end of year targets will be at least **two sub-levels** higher than pupils' KS2 levels in the core subjects of English, Mathematics and Science. Targets for foundation subjects are based on the KS2 level for the most similar core subject.

Year 8

As with Year 7, end of year targets for Year 8 pupils are based on KS2 data for the core subjects and their level of attainment at the end of Year 7, again assuming that pupils will make **two whole levels** of progress from KS2 to KS3. As a minimum, these targets are **four sub-levels** higher than pupils' KS2 levels in the core subjects of English, Mathematics and Science. This is to ensure that pupils remain on a steady route to attain their full potential at the end of the key stage

Year 9

End of year targets for year 9 pupils are based on KS2 data for the core subjects and their level of attainment at the end of Year 8, again assuming that pupils will make **two whole levels** of progress from KS2 to KS3. As a minimum, these targets are **six sub-levels** higher than pupils' KS2 levels in the core subjects of English, Mathematics and Science.

Recording Assessments/Tracking Progress

Subject Teachers

Subject teachers must ensure that:

- a variety of assessments and rich tasks are carried out in each year of Key Stage 3 to help inform teacher assessment at the end of the year and the Key Stage. These should provide a variety of learning experiences for pupils and demonstrate pupils' competency and progression in subject skills and literacy and numeracy.
- * **To ensure consistency across departments, the number of formal assessments is stipulated as follows:**
 - **Core subjects - 3 per tracking period, including any LNF assessments.**
 - **Foundation subjects – 2 per tracking period, including any LNF assessments.**
 - **Subjects that have one lesson a fortnight – 1 per tracking period, including any LNF assessments.**
- pupil tracker sheets (see appendices 3, 4 and 5) are placed in the front of pupils' books, containing details of each formal assessment, e.g. the level awarded, a number for effort number (1-5) and a target for improvement (completed by pupils). Tracker sheets also contain pupils' End of Year targets and End of Key Stage targets. These tracker sheets enable the pupil, parent, teacher, Head of Department and the Senior Leadership team to easily monitor progress throughout the year.
- common front cover sheets (see Appendix 6) are used for each assessed task to ensure consistency across the curriculum. Heads of Department will input the success criteria for each assessed task.
- keep a record of pupils' performance in each assessment/task, either electronically or in the teacher planner.
- provide feedback to pupils to inform them of their strengths and what steps are required to make further progress using the STAR marking system. STAR marking is not required for LNF tasks.
- record current performance as sub-levels (** see note below*) and effort four times a year in SIMS Assessment Manager, in line with the school's Assessment Calendar. **Please note, current performance should reflect pupils' progress across a variety of skills and competences and should not be based upon their performance in one assessment.**
- **To ensure pupils remain on a steady path towards achieving their end of year target, the sub-level recorded at each tracking period should not be lower than the one recorded previously.**

Middle Leaders

In addition to the above, middle leaders must:

- track the performance of groups of pupils (boys/girls/FSM/non-FSM/LAC) against end of year targets and implement appropriate interventions where necessary.
- analyse the performance of pupils across teaching groups to ensure consistency.
- analyse assessment results as a basis for reviewing the effectiveness of teaching and learning in Key Stage 3.
- implement effective standardisation and moderation procedures to ensure the accuracy of teacher assessment and on-going consistency of assessment.

These should include:

- opportunities for standardisation of pupils' work during departmental meetings and moderation at the end of the key stage.
- further development of a **Standardisation Portfolio** (see below) to demonstrate the Department's shared understanding of National Curriculum (NC) standards and literacy and numeracy.
- **Subject-specific Learner Profiles** containing a range of work from individual learners.

*Sub-Levels

The use of sub-levels to track pupils' progress is based upon the following criteria:

a = the pupil has successfully completed work demonstrating achievement in VIRTUALLY ALL of the characteristics of the level description;

b = the pupil has successfully completed work demonstrating achievement in MANY of the characteristics of the level description;

c = the pupil is BEGINNING to demonstrate achievement at this level.

Using the criteria above, a pupil should only be regarded as 'comfortably' within a particular level when they have demonstrated achievement in around two-thirds of the characteristics of that level (i.e. a 'b' sub-level). For example, if a pupil is recorded as achieving 5c then they should still be regarded as a level 4 pupil until they have comfortably reached 5b in that particular subject.

Progress towards end of year targets will be scrutinised following each tracking period. The following colour-coding system will be used to track pupil progress:

- One or more sub-level above end of year target – DARK GREEN;
- Matching end of year target – LIGHT GREEN;
- One or two sub-levels below end of year target – YELLOW;
- More than two sub-levels below end of year target – AMBER

The Standardisation Portfolio

This should contain samples of pupils' work that exemplify the characteristics of specific levels and standards. Work should be marked with brief commentaries and annotations to explain why characteristics of certain levels have been achieved. The portfolio serves as a judgmental reference point for all teachers both during and at the end of KS3. It can also provide exemplar material that illustrates specific levels to teachers new to the school and to inspectors. The portfolio should reflect a common understanding of the N.C. standards across the department.

Subject-specific Learner Profiles

An end of KS3 Learner Profile should contain a **range of work** of an individual pupil who has achieved a particular level e.g. exercise books, assessment tasks. These should be used for exemplification purposes to assist judgements to be made at the end of a key stage, through moderation. Learner profiles are particularly useful for informing decisions when the level of a pupil is borderline. Departments must retain at least one learner profile for each level. Departments are not required to retain profiles for all learners.

End of Key Stage Arrangements:

Departments need to:

- provide an end of KS3 Teacher Assessment level for all pupils in year 9, based upon teacher assessment throughout the Key Stage and reached through effective standardisation and moderation procedures (in all core and non-core subjects).
- analyse teacher assessment results as a basis for a review of the effectiveness of teaching and learning in Key Stage 3;
- analyse the performance of pupils of different abilities and also that of pupils in different teaching groups;
- use teacher assessments as a basis for grouping pupils in Year 10.

A.R.R. and the National Literacy and Numeracy Framework (NLNF)

The National Literacy and Numeracy Framework (NLNF) became a statutory curriculum requirement in September 2013. Formative assessment using the NLNF became a statutory requirement for all subjects from September 2014. A consistent approach for tracking pupils' progress in literacy and numeracy is now in place and details are outlined in the LNF policy.

KS4 and KS5

End of Key Stage Targets

Pupils' end of Key Stage target grades must be checked during the first half-term. These will be generated centrally using FFT Aspire estimates (KS4) and ALPS estimates (KS5). In the absence of FFT Aspire data for Year 10 or ALPS data for Year 12 pupils, targets will be based on pupils' prior attainment.

Recording Assessments/Tracking Progress

Subject Teachers:

Subject teachers must:

- provide regular assessments to develop pupils' knowledge and understanding and an effective examination technique.
- keep a record of pupils' performance in each assessment, either electronically or in the teacher planner.
- provide feedback to pupils to inform them of their strengths and what steps are required to make further progress.
- analyse assessment results as a basis for reviewing the effectiveness of teaching and learning.

- record current performance as AS/A2 grades (KS5) or fine grades (KS4 - see note below) and effort four times a year in SIMS Assessment Manager, in line with the school's Assessment Calendar.
- **As with KS3, current performance should reflect pupils' progress across a variety of skills and competences and should not be based upon their performance in one assessment.**

Middle Leaders

In addition to the above, middle leaders need to:

- track the performance of groups of pupils (boys/girls/FSM/non-FSM/LAC) against target grades and implement appropriate interventions where necessary.
- analyse assessment results as a basis for a review of the effectiveness of teaching and learning in Key Stage 4 and 5;
- analyse the performance of pupils across teaching groups to ensure consistency;
- have high expectations of pupils' and provide them with understandable assessment criteria so they are clear about what they need to learn;
- use the appropriate examination specifications to agree/identify opportunities for assessment according to the school's Assessment Calendar;
- ensure that, where appropriate, controlled assessment and coursework is moderated to meet GCSE, BTEC, AS and A2 level requirements;
- meet external deadlines regarding the entry of pupils for external examinations and, where appropriate, the submission of coursework.

*Use of fine grades

At Key Stage 4 progress towards target grades is recorded using a 'fine-grading' system (* see note below) based on grades A* to G. The grade recorded is an indicator of the GCSE grade each pupil is **likely to achieve at the end of the KS4, based on current performance.** The fine grading will enable closer scrutiny of pupils' progress and gives an indication of how 'secure' pupils are at a particular grade. The fine-grading system is explained below:

The use of fine grades to track pupils' progress is based upon the following criteria:

- 1 (e.g. B₁) = the pupil should achieve this grade comfortably;
- 2 (e.g. B₂) = the pupil should achieve this grade with a concerted effort.
- 3 (e.g. B₃) = the pupil could achieve this grade but is more likely to achieve the grade below.

At Key Stage 5 progress towards target grades is recorded as grades A* to E. The grade recorded is an indicator of the GCE AS/A2 grade each pupil is **likely to achieve at the end of KS5, based on current performance.**

Progress towards end of Key Stage targets will be scrutinised following each tracking period. The following colour-coding system will be used to track pupil progress:

- One full grade above end of Key Stage target – DARK GREEN;
- Matching end of Key Stage target – LIGHT GREEN;
- One full grade below end of Key Stage target – AMBER;
- More than one full grade below end of Key Stage target – RED.

End of Key Stage Arrangements:

Departments need to:

- use evidence from previous assessments, to ensure that pupils are entered for the appropriate tier of the examination.
- ensure that pupils are sufficiently prepared for all external examinations including new modules and resits.
- compare pupils' performance in different assessment modules.

Section 3: MONITORING AND FOLLOW-UP PROCEDURES

Several different systems are employed to monitor the effectiveness of this policy and the degree to which this is being implemented:

1. Form Tutors regularly monitor their pupils' homework diaries. Amongst other things this can show:
 - the degree of parental involvement - parents are asked to sign the diary every week.
 - organisational problems.
2. The Head of Department monitors the implementation of the policies.
3. Each department meeting has an agenda item concerned with standards/pupil progress. Pupils causing concern or excelling are discussed, and certain names and information will be passed on to the relevant Progress Manager. Those pupils who are suspected of underachievement, including pupils of average or higher ability, are the focus of discussion and liaison takes place with the Progress Manager where necessary.
4. Each departmental meeting has an agenda item concerned with assessment. This should allow members of the Department to:
 - reach a common understanding of assessment criteria through standardisation and/or moderation;
 - discuss strategies for assessment **for** learning and opportunities for assessment **of** learning.
5. Progress Managers and Form Tutors meet at the end of each reporting period to consider pupil progress. Those pupils who are suspected of underachievement are the focus of discussion. Pupil achievements are also celebrated. Parents are notified as appropriate.
6. External verification of systems and procedures for teacher assessment at Key Stage 3 will take place periodically to ensure consistency with national standards.

Section 4: REPORTING TO PARENTS

Statutory Requirements

Schools must provide parents with at least one written report every school year and notify them as to the arrangements for discussion of those reports.

The required minimum of information to be reported includes: -

- (i) the pupil's progress in all National Curriculum subjects studied together with Religious Education. Details must draw attention to strengths and particular achievements and targets for improvement. The targets are often set after a constructive discussion between the teacher and the pupil has taken place.

- (ii) details of a pupil's general progress. This should be an overview of the pupil's academic progress.
- (iii) His/her behaviour; her/his contribution to the life of the school and any special achievements during the year.
- (iv) a summary of the pupil's attendance record.
- (v) details of the arrangements for parents to discuss the report with teachers at the school.

In addition to the above, reports for pupils at the end of Year 9 must include the following:

- (i) the pupil's level of attainment as determined by teacher assessment in each of the core and non-core subjects. In order to reach that subject level, all attainment targets need to be taken into consideration.
- (ii) details for each pupil of which language should count for the purpose of statutory assessment in cases where pupils are studying more than one foreign language; however, progress in each language studied must be reported to parents.
- (iii) a brief commentary setting out what the results show about the pupil's progress in each subject, drawing attention to particular strengths and weaknesses.
- (iv) a statement, where a pupil has been exempted from any attainment target under Sections 364-367 of the 1996 Education Act. (Ref: *Statutory Assessment and Reporting Arrangements – Key Stage 3*) WAG.

Reporting to Receiving Schools

A report to a pupil's new school must be sent within 15 school days of the pupil ceasing to be registered at the old school or within 15 school days of receiving a request from the new school. The minimum requirements for this report may be found in the Welsh Assembly document '*Statutory Assessment and Reporting Arrangements for – Key Stage 3*'.

Key Stage 2-3 Cross-phase Standardisation and Moderation

Cluster arrangements should support and strengthen teacher assessment and Key Stages 2-3 links through effective standardisation and moderation procedures that ensure the accuracy and consistency of teacher assessment.

This will be achieved by:

- providing opportunities for standardisation of pupils' work during cluster meetings and moderation for core subjects at the end of the key stage;
- further development of a **cluster portfolio** to demonstrate the cluster's shared understanding of National Curriculum standards;
- retaining **Learner Profiles** for core subjects containing a range of work from individual learners.

Interim Progress Reports

Pupils will receive a progress report at the end of each tracking period and they will record progress and effort grades for each subject in their planners. These will be colour-coded against end of year or end of Key Stage targets. This will provide opportunities for regular progress reviews with form tutors.

End of Year Reports

All pupils will receive a detailed end of year report containing details of progress and effort in all subjects and targets for improvement. The timing of end of year reports will vary by year group and will depend on the timing of external examinations at KS4 and KS5.

Parents may request further information regarding the progress of their child at any time during the academic year.

Section 5: STAFF RESPONSIBILITIES

A school policy in itself provides only a basis for action and the means to ensure its consistent and effective implementation need to be found - the roles of Senior Staff and Middle Leaders are central to this process.

Members of the SLT should:

- facilitate INSET/discussion opportunities for departments or teams of teachers to discuss assessment/recording/reporting and receive appropriate training to ensure that a common understanding of assessment criteria exists to facilitate consistency in teacher assessment across the department;
- facilitate liaison opportunities with other schools related to consistency and/or continuity in assessment/recording/reporting;
- look at early predictions of final KS3, GCSE, AS and A2 level grades and encourage individual pupils to see that with more effort, higher expectations and increased motivation, they can substantially improve their performance;
- sample the work of pupils in the Department and Year within their oversight;
- analyse and evaluate results and discuss implications of findings with departments with respect to future developments in teaching and assessment;
- oversee the arrangements for public examinations and internal exams, e.g. construct the exam and invigilation timetables for internal and public examinations.
- oversee the external examination process within the school;
- provide opportunities for departments to work with KS2 colleagues to develop a common understanding of the N.C. standards exemplified by pupils' work in a cluster portfolio;
- keep up-to-date with local and national developments relating to assessment, disseminate relevant documentation to Middle Leaders and advise other colleagues when necessary;
- lead, manage, support, monitor and evaluate assessment/recording/reporting within the school.

Heads of Department should:

- monitor and evaluate teachers' marking and other assessment/recording/reporting practices within their department, e.g. they should ensure that the agreed assessment criteria are applied consistently across the department;
- promote consistency in assessment/recording/reporting within their department in line with school policy;
- provide guidance on judgmental issues when assessment standards are being set and ensure that a shared /common understanding of assessment criteria exists within the department to facilitate consistency in teacher assessment;

- meet with KS2 tutors to develop a common understanding of N.C. standards exemplified by pupils' work within a cluster portfolio;
- ensure that their staff have access to relevant publications and are fully informed of the arrangements for public examinations and end of Key Stage 3 Assessment;
- use the results of assessment to inform and direct future teaching and curriculum planning;
- undertake periodic monitoring of pupils' work. Follow-up needs to take place where standards are poor or excellent;
- ensure that deadlines set in the ARR calendar are met by members of the Department;
- periodically meet with their line manager in the SLT to discuss, amongst other issues, matters relating to assessment/recording/reporting.

Form Tutors should:

- regularly check homework diaries and monitor pupils progress;
- undertake initial examination of the quality of the comments made by staff on the reports. Appropriate action should be taken where there is cause for concern or when the content is excellent;
- deliver those aspects of the pastoral programme related to preparing for examinations, e.g. how to revise effectively;
- meet with pupils on a 'one to one' basis after each tracking period to review progress and set targets for improvement.

Progress Managers should:

- undertake periodic monitoring of pupils' work and liaise closely with the SLT on issues related to assessment, recording and reporting. Follow-up needs to take place where standards are poor or excellent;
- undertake analysis of data following each tracking period and implement intervention strategies where needed;
- undertake further examination of the content of the pupils reports and liaise with form tutors where there is cause for concern or when the content is excellent;
- undertake examination of the quality of the comments made by staff on the reports. Appropriate action should be taken where there is cause for concern or when the content is excellent.

APPENDIX 1 : Formative Assessment (Assessment for Learning)

Formative assessment is about teachers and pupils using assessment information to modify their work in order to make it more effective. Good formative assessment is a powerful tool for raising standards and improving the quality of learning.

Good formative assessment takes place when teachers know the standards and expectations of pupils appropriate to their age and to the level descriptions as described in the NC. Equally important is the degree to which teachers are able to make consistently accurate and reliable assessments of pupils' achievements. Where several teachers are involved, effective systems of quality assurance are needed to achieve consistency.

Such systems should include strategies to:

- develop a shared understanding of NC criteria;
- agree marking standards prior to assessment;
- apply standards consistently;
- ensure subsequent monitoring of how well consistency is achieved.

1.1a Teacher Assessment as an on-going process

Classroom assessment will be effective when teachers:

- are clear what pupils know, understand and can do;
- assess in a range of contexts e.g. whole class, group work, pair work and with individuals;
- ensure pupils know what they are supposed to be learning, what they have already achieved and how they can improve their work;
- provide individual pupils with opportunities to reflect on and talk about their learning;
- have assessment strategies which enable them to recognise when pupils have difficulties or are not making progress;
- use a range of assessment methods confidently and appropriately e.g. observation, discussion and marking pieces of work and administering tests;
- use assessment to decide the next step in a pupil's learning;
- recognise that not all learning needs to be assessed formally;
- demonstrate consistent interpretations of national standards within the school;
- ensure that other adults working in the classroom are clear about their role in assessment;
- apply the standards agreed within the school consistently.

1.1b Marking and providing feedback to pupils

If assessment practice is to have a positive impact on pupils' attitudes and self esteem, then pupils themselves should view assessment primarily as a means of improving the standard of their own work and not simply as a summative judgement on one piece of work. Informal and routine marking provides a good opportunity to

achieve these objectives (see marking policy).

Through careful marking, pupils should have a clear picture about what they have done well and where they need to improve. They should be given the opportunity to respond, for example, through reflecting about and revising their work. Teachers should use this assessment information to set work which is appropriately matched to the particular needs and abilities of their pupils. The outcomes of marking and feedback should have maximum effect on pupils' progress.

Effective marking will:

- provide quality feedback to pupils about their work at regular intervals;
- focus the response on the learning objectives and criteria for success;
- be consistent and in line with school policy;
- include both written and oral feedback;
- ensure pupils understand their achievements and know what they need to do next to
- make progress;
- enable teachers to use the information gained to adjust teaching plans.

Recent research has indicated that assessment without good feedback may have little or no impact on the quality of learning, whether the student is a child or adult. It is really important to know what we mean by 'good' feedback.

Effective feedback should:

- be specific, in both the positive and the critical;
- offer alternatives, or ask the learner to do so;
- be descriptive rather than consist of judgement alone;
- focus on task not the person;
- be offered as soon as possible after the event to which it refers;
- look forward to the specific next steps to improve performance;
- involve the learner wherever possible to improve the chance of it being understood and acted upon.

Assessment will have a greater impact on learning if it is done carefully: the focus must be on the quality of feedback and feed-forward rather than on the quantity of information gathered

Homework

When students are given homework, they should expect to have it returned marked within a reasonable time, and have a written comment on the standard of work and how to improve it.

Good practice suggests that work should be presented in a form that is easy to understand, i.e the task is clear to the students, and well defined. It should not take up excessive time, and should be meaningful, not a copying of colouring exercise. The time the students should expect to expend on the task should also be clearly indicated when it is set. A set of questions to expand the day's work would fulfil the criteria.

The homework should be promptly marked while the concepts were still fresh to the students, and commented on, so that the student was clear as to what improvements were needed to make further progress.

All departments that set successful homework ensure that it is returned within a week at the most, and have written comment as well as a mark in most cases.

Although some departments standardise the scale of marking e.g. out of ten, this is not seem to be an essential part of good practice.

The school expects homework to be set on a regular basis but realistic basis. Work should be appropriate to the ability level of the class, and relevant to the area of syllabus being taught. The minimum time to be allocated should be clearly indicated, and students encouraged to record their work into their homework diaries.

The homework should be marked within a short space of time, and show clearly where improvements might be made, either by annotation within the text or as targets at the end.

Teachers should be willing to make themselves available to discuss work should the student feel that further explanation or help is required.

APPENDIX 2 : Summative Assessment (Assessment of Learning)

Whilst on-going formative assessment for learning is vital for the purpose of effective learning and teaching, the purposes of summarising, reporting and evaluating are served by periodically measuring or judging attainment. For ease of analysis and reporting this periodic measurement or judgement is often assigned a mark, grade or level.

Within the current national assessment arrangements, tests, tasks, Teacher Assessment and public examinations fulfil this function at the end of key stages, with many schools using a variety of tests and other techniques annually or even more frequently. End of key stage Teacher Assessment and other periodic judgements should draw on a whole range of evidence of pupils' performance in a variety of contexts. Teachers should also make regular judgements about whether individual pupils appear to be 'on track' or otherwise in relation to their individual targets.

On-going assessment for learning has a formative purpose in that it informs future learning and teaching. Periodic measurement or judgement has a summative purpose in that it summarise attainment in order to report and evaluate attainment and possibly progress and achievement.

The following attempts to clarify and develop a shared understanding of the similarities and differences between formative and summative assessment practice.

Source: Association of Assessment Inspectors and Advisers (AIAA)
Teacher Assessment Position Statement (AIAA September 2000)

Assessment for formative purposes is characterised by and / or associated with:	Assessment for summative purposes is characterised by and / or associated with:
<ul style="list-style-type: none"> • Gaining insights into pupils' learning and acting upon them in order to assist future learning and teaching • A verb – 'assessing' • Assessment for learning • Ongoing activity • Validity paramount • Specific, narrower objectives • Concern with detail • Criterion and ipsative referencing • Possible collaborative performance • Includes self and peer assessment • 'Trick' questions can be revealing • Aims for success for all • Explores the 'edges' of capability • Seeks success, possibly 'scaffolding' • Pupils' interest to 'get it right' • Provides information 	<ul style="list-style-type: none"> • A measurement or judgement of pupils' learning in order to summarise, report and evaluate • A noun – 'judgement' • Assessment for learning • Periodic activity • Reliability paramount • Multiple, broader objectives • Concern with aggregation • Criterion and normative referencing • Individual performance • Self and peer assessment inappropriate • 'Trick' questions considered unfair • Aims for a spread of marks • Explores the strengths and weaknesses • Reflects performance without support • Pupils' interest to maximise performance • Provides a measurement or judgement

1.2a Assessment as an End of Key Stage Process

End of key stage assessment will be effective when teachers:

- are knowledgeable about, and follow, the current statutory requirements;
- have a clear understanding of the level descriptions and how to apply them;
- make summative judgements which are consistent with a shared understanding of standards developed amongst colleagues through agreement trialling;
- understand the arrangements for individual pupils with special educational needs;
- use their knowledge of standards at the end of a key stage to evaluate progress during the key stage.

1.2b Target Setting

Target setting assists in providing clear educational direction for the work of the school. It provides a focus for raising standards and promoting pupils' progress by concentrating on improvements in the quality of teaching and learning.

A department which has a positive approach to target setting will:

- recognise the importance of developing a self-critical culture;
- analyse performance systematically and as part of the school's on-going strategy for self evaluation;
- take stock of strengths and weaknesses;
- analyse and use comparative benchmarking data to compare recent and current
- performance with local and national averages within its family of schools;
- use the target setting process to help identify priorities and take action to remedy them;